

## Instructional Shifts Reflection Questions

Shift	Description	Reflection Questions
<p>Moving Away from a Singular Dominant Narrative</p>	<p>The discipline of social studies is, and always has been, about examining multiple sources through a lens of inquiry. However, sometimes social studies has been taught in a way that promotes a singular story, rather than recognizing there are multiple and varied experiences of people, places, and ideas.</p> <p>These new standards move away from seeing social studies as a singular story, and toward one that recognizes and embraces counter narratives and provides equitable inclusion of historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American, and other cultural perspectives.</p>	<ul style="list-style-type: none"> <li>● What does this shift look like in your classroom?</li> <li>● In reflecting on your own journey to move away from a singular dominant narrative, what has been the most challenging aspect?</li> <li>● How do the materials students are using look different with this shift in mind?</li> </ul>
<p>Craft Questions that Spark and Sustain an Inquiry</p>	<p>The standards set an expectation that teachers create compelling and supporting questions to drive inquiry-based instruction. Compelling questions represent enduring disciplinary problems and issues. Supporting questions help unpack the compelling question to provide knowledge and insights to the overall inquiry. Together compelling and supporting questions allow students to analyze disciplinary concepts. In doing so students will need considerable guidance from adults to construct questions suitable for inquiry. As students progress throughout their K-12 experience, the standards expect that students understand the relevance and importance of the questions under investigation, generate their own questions, and that this understanding spirals and builds along the inquiry experience.</p>	<ul style="list-style-type: none"> <li>● What does this shift look like in your classroom?</li> <li>● How do you define the difference between compelling and supporting questions?</li> <li>● How has using these kinds of questions led to increased student engagement?</li> <li>● How have you supported students in asking their own questions?</li> <li>● How do you think about the inquiry arc as you are planning for instruction?</li> </ul>
<p>Integrate Skills and Content Purposefully</p>	<p>The New Mexico social studies standards focus on disciplinary skills and key conceptual knowledge associated with civics, economics, geography, and history.</p>	<ul style="list-style-type: none"> <li>● What does the balance of content and skills look like in your classroom?</li> </ul>



	<p>The standards guide the curricular content necessary for a rigorous social studies program. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas in the anchor standards. The specific curricular content outlined in the standards helps to support and guide teachers. The content should be covered at a deeper level and while exploring this content, teachers should be fully integrating critical skills.</p> <p>The notion of content as separate from skills is an artificial distinction. Skills, particularly those in the disciplines, exist for the purpose of developing content knowledge. In essence, students will come to know disciplinary content as they apply skills to be fully college, career, and civic ready.</p>	<ul style="list-style-type: none"> <li>• What does instruction in the various disciplines of social studies look like in your classroom?</li> <li>• Why do you believe that content and skills are important?</li> <li>• How do two things work together to help prepare students for college, career, and civic life?</li> </ul>
<p>Provide Opportunities for Communicating Conclusions Through Productive Student Discourse and Taking Informed Action</p>	<p>This shift provides students with opportunities to practice civil discourse, communicate the results of their inquiries and, in cases where it is developmentally appropriate and applicable to the curriculum, to take informed action.</p> <p>The standards do not prescribe the actions that are appropriate for a particular classroom context or for a specific inquiry. However, students will need tangible opportunities both inside and outside of the classroom to consider, discuss, debate, plan for, and undertake action oriented experiences that would culminate their academic inquiries.</p>	<ul style="list-style-type: none"> <li>• Why does productive student discourse matter for the health of our democracy?</li> <li>• What is taking informed action? Why does it matter?</li> <li>• What does it look like when students take informed action?</li> </ul>
<p>Empowering Students to Develop Agency and Pride in Their Identity</p>	<p>The concept of identity is a constant in social studies education. In order to learn about the world around us, students must understand, and take pride in their own identity. The standards empower students to develop agency and pride in their own identity.</p> <p>In order to do that, student collaboration is critical.</p> <p>The idea of collaboration is hard-wired into inquiry, but collaboration means more than just pairing up with other students to</p>	<ul style="list-style-type: none"> <li>• What does this shift look like in your classroom?</li> <li>• How is identity intertwined with social studies?</li> <li>• How important is collaboration and a safe classroom environment for helping students develop agency and</li> </ul>



	<p>develop questions or analyze sources. When using an inquiry approach informed by the standards in the classroom, the importance of collaboration as an element of civic life is clear.</p> <p>Perhaps most importantly, students assess their individual and collective capacities for addressing problems and then apply a range of deliberative and democratic procedures in making decisions. In all the places where the social studies standards emphasize civic life, collaboration is fundamental to student success.</p>	<p>pride in their identity?</p>
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